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ABSTRACT

Designed to be used in conjunction with a series of instructional television programs which were produced for kindergarten students and broadcast on educational television statewide in Arkansas, this printed guide assists teachers in developing full utilization of each of the KELLIE episodes. KELLIE, a doll-like figure kept in a trunk, is the only character in the stylized production and dresses in costumes which are appropriate for each specific module. Designed to develop life-coping skills in pre-school children, the KELLIE program presents everyday situations and problems through intimate interaction and experiential learning. Sixteen program elements explore such topics as developing a sense of responsibility, facing conflicts, expressing feelings, and coping with death. Each section of the printed guide lists a program title, topic, long-range goals for student, student objectives, procedures, activity/say-along, and follow-up discussion to aid the teacher in effective utilization of the KELLIE activity. A concluding section provides further suggestions, a teacher evaluation form, a sample letter to KELLIE which can be duplicated, and an address for sending letters to KELLIE. (JB)

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INTRODUCTION

IF YOU THINK THIS SERIES IS JUST FOR CHILDREN, YOU ARE WRONG. **KELLIE** IS "BEING TOGETHER" TIMES DESIGNED FOR YOUNG CHILDREN AND THOSE WHO CARE FOR THEM. THE PURPOSE OF THE PROGRAMS IS —

TO DEVELOP LIFE-COPING SKILLS

WAYS TO DEAL WITH EVERYDAY SITUATIONS AND PROBLEMS ARE EXPLORED THROUGH INTIMATE INTERACTION AND EXPERENTIAL LEARNING.

WHY? CHILDREN WHO DEVELOP LIFE-COPING SKILLS ARE — HEALTHIER, HAPPIER AND MORE PRODUCTIVE. THEY HAVE A BUILT-IN SELF-PROTECTION MECHANISM AND HAVE ESTABLISHED SELF-ESTEEM.

NO INSTRUCTIONAL SERIES CAN TAKE YOUR PLACE WITH EACH CHILD FOR WHOM YOU CARE. **KELLIE** AUGMENTS, SUPPLEMENTS, REINFORCES — **YOU!**

SECTION I

GENERAL INFORMATION YOU SHOULD KNOW ABOUT THIS SERIES BEFORE YOU START.

CONTINUITY

EACH PROGRAM HAS THREE ELEMENTS THAT ARE REPEATED EVERY TIME WE ARE TOGETHER. BECAUSE THERE ARE VARIETY AND FORMAT CHANGES IN THE SET, THE COSTUMES, THE PROPS AND THE PROGRAM CONTENT, IT IS FELT THAT THE REINFORCING FACTORS OF SOME REPEATABLE ACTIVITIES AND THE BUILDING OF COMPATIBILITY AND ANTICIPATION THROUGH SUCCESSFUL PREDICTABLE ELEMENTS ARE VITAL.

THE THREE ELEMENTS —

"BACKWARDS FOR LUCK" - SOMEWHERE NEAR THE BEGINNING OF EACH PROGRAM, ALL PARTICIPANTS ARE ASKED TO JOIN IN A TURNABOUT FOLLOWED BY REPEATING THE PHRASE "BACKWARDS FOR LUCK". IT IS THE "KICKOFF" FOR GROUP PARTICIPATION.

"GOOSENECK SECRET" - THIS ACTIVITY IS DESIGNED FOR THE CHILDREN. THEY CAN BE IN THEIR SEATS OR SITTING ON THE FLOOR. SINCE THE PURPOSE OF THE "GOOSENECK SECRET" IS TO SHARE AN INTIMATE MOMENT WITH THE CHILDREN, IT IS SUGGESTED THAT TEACHERS AND/OR PARENTS DO NOT DISCUSS THE SECRET WITH THE CHILDREN.

"GATHER UP BOX" — AT THE CONCLUSION OF EACH PROGRAM, KELLIE "GATHERS UP" ALL THAT HAS BEEN DONE AND DISCUSSED DURING THE PROGRAM. THE OBJECTIVE OF THIS ACTIVITY IS TO REINFORCE WHAT HAS BEEN DISCUSSED. PARENTS AND/OR TEACHERS ARE ENCOURAGED TO REVIEW KELLIE'S ACTIVITIES AFTER THE CONCLUSION OF THE PROGRAM. AGAIN, THE "GOOSE-NECK SECRET" CAN BE MENTIONED AS AN ACTIVITY, BUT NOT ITS CONTENT.

BEST COPY

THE SET

THE KELLIE SET WAS DESIGNED TO PROVIDE SPACE THROUGH ARCHITECTURAL VARIABLES - SIZE, SHAPE, LIGHT, TEXTURE } WITH AN EMOTIONAL QUALITY. DESCRIPTIVE WORDS - COMFORTABLE, POSITIVE, SUPPORTIVE, INTIMATE

EACH CONFIGURATION WAS CONSTRUCTED TO BECOME AN INTEGRAL PART OF THE PROGRAM.

THE PROPS

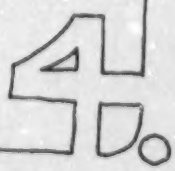
PROPS VARY FROM REALITY (I.E. BATHTUB) TO IMAGINARY (I.E. THE GATHER UP BOX).

THE COSTUMES

KELLIE COSTUMES ARE INCORPORATED INTO THE SERIES TO ESTABLISH AN ALTERNATE CHARACTER TO THE CORRESPONDING ADULT.

SECTION II

PROGRAM ELEMENTS ARE SHARED TO PROVIDE BASIC BACKGROUND AND EDUCATIONAL QUALIFICATION FOR EACH SESSION.



ONE. 1

"ME"

KELLIE 5

NOTES

PROGRAM TITLE: ME

TOPIC: INTRODUCTION OF SHOW

LONG RANGE GOAL FOR THE STUDENT:
To develop the concept of cooperation

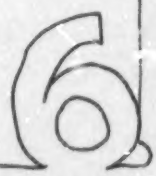
OBJECTIVES FOR THE STUDENT:
To introduce children to KELLIE
To enhance child's self-image

PROCEDURE:
Children should be seated so as to enable them to participate with KELLIE (preferably on floor in semi-circle)

ACTIVITY: SAY ALONG:
From the top of my head
To the tip of my toes
I'm my me
And I guessit shows

FOLLOW-UP DISCUSSION:
Classification of items/things that are real/unreal

FOLLOW-UP ACTIVITY SUGGESTIONS:
Thumbprint pictures
Body tracing
Hand prints
Tour of AETN studio
Self-portraits



KEQIE
TWO
"MINE"

PROGRAM TITLE: MINE

TOPIC: THINGS THAT BELONG TO US

LONG-RANGE GOAL FOR THE STUDENT:
To achieve a sense of security

OBJECTIVE FOR THE STUDENT:
1. To become aware of KELLIE set
2. To become aware of things they have that belong to just them.

PROCEDURE:
Children should be seated so as to enable them to participate with KELLIE (preferably on floor in semicircle)

ACTIVITY: SAY ALONG:
Some things are your things
They belong just to you
Some things are my things
They're mine and it's true
Some things are our things
And hope that you'll find
It's those we'll be sharing
If you don't mind

FOLLOW-UP DISCUSSION:
Everyone has something; it is not wrorg to say "this is mine."

FOLLOW-UP ACTIVITY SUGGESTIONS:
Show and Tell
Take tour of classroom and discuss
Our things / My things / Your things
Children construct own rhythm
Instruments to use while singing "Sometimes"
Children use various body parts as instruments while singing "Sometimes"

NOTES

8.

KELLIE

THREE • 3

"CAN'T DO"

9

PROGRAM TITLE: CAN'T DO

TOPIC: THERE ARE LIMITS TO WHAT PEOPLE CAN DO

LONG-RANGE GOAL FOR THE STUDENT:
To become aware that there are limitations to what all people can do

OBJECTIVE FOR THE STUDENT:
To accept failure as a learning experience

PROCEDURE:
Children should be seated so as to enable them to participate with KELLIE (preferably on floor in semicircle)

ACTIVITY: SAY ALONG:
There are things that I can't do
It's part of being me it's true
So I'll do what I can
And do it well
Then when they ask
That's what I'll tell

FOLLOW-UP DISCUSSION:
Teacher discusses what she/he can't do
Children take turns discussing what they can't do
i.e. whistling (not academics)

FOLLOW-UP ACTIVITY SUGGESTIONS:
Read "Mike Mulligan's Steam Shovel"
Read "Freckle Juice"
Read "Whistle for Willie"

↑ NOTES

10.

← NOTES

FOUR "HAVE TO"

KELLIE 11.

PROGRAM TITLE: **HAVE TO**

TOPIC: RESPONSIBILITY

LONG-RANGE GOAL FOR THE STUDENT:
To develop a sense of responsibility

OBJECTIVE FOR THE STUDENT:
To participate responsibly in the classroom/home

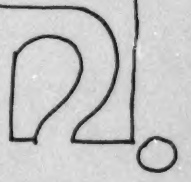
PROCEDURE:
Children should be seated so as to enable them to participate with KELLIE (preferably on floor in semicircle)

NOTES

ACTIVITY: SAY ALONG:
Bend your elbows to start
Pat your heart
Turn on the smart
Wiggle every body part

FOLLOW-UP DISCUSSION:
Jobs you do at home
Rules you have to follow
Jobs parents have
Rules parents have to follow
Rules teachers have to follow

FOLLOW-UP ACTIVITY SUGGESTIONS:
Construct job chart
Rotate classroom duties
Role play responsibilities of adults
Tour school and do experience chart on responsibilities of school staff
Construct robot suits out of boxes or paper bags



KELLIE

FIVE. 5

"WISH TRUE"

13.

PROGRAM TITLE: WISH TRUE

TOPIC: MAKING CHOICES

LONG-RANGE GOAL FOR STUDENT:

To differentiate between what we need and what we want

OBJECTIVE FOR THE STUDENT:

To effectively make choices

PROCEDURE:

Children should be seated so as to enable them to participate with KELLIE (preferably on floor in semicircle)

ACTIVITY: SAY ALONG:

Keep and find a wish today
No matter what happens discover a way
To keep and find a wish today
It'll make a difference
So they say
Some wishes happen
Some do not
But if you're wishing each day
Then plenty you've got
To keep and find
A wish a day
If a wishing day comes your way

FOLLOW-UP DISCUSSION:

Wishes that didn't come true
Wishes that did come true

FOLLOW-UP ACTIVITY SUGGESTIONS:

Give children three choices for an activity, and have them choose one and state why
Have children illustrate a wish
Act out "Baloney Peanut Butter"

NOTES

NOTES

SIX.6

"SHOULD YOU

15.

PROGRAM TITLE: SHOULD YOU

TOPIC: FACING CONFLICTS

LONG-RANGE GOAL FOR THE STUDENT:
To develop a sense of responsibility

OBJECTIVE FOR THE STUDENT:
To constructively handle feelings

PROCEDURE:
Children should be seated so as to enable them to participate with KELLOG (preferably on floor in semicircle)

ACTIVITY: SAY ALONG:
Oops ands whoops
I goofed again

FOLLOW-UP DISCUSSION:
Times and places teacher made a mistake
Times and places children made a mistake
Discuss conflicts in classroom

FOLLOW-UP ACTIVITY SUGGESTIONS:
Read "Where the Wild Things Are"
Read "Noisy Nancy Norris"
Use puppets to role play conflicts in the home/school

16.

SEVEN-7

"LOOKS"

KELLIE 17

PROGRAM TITLE: LOOKS

TOPIC: VALUES

LONG-RANGE GOAL FOR STUDENT:

There is something other than physical beauty

OBJECTIVE FOR STUDENT:

To realize that beauty is not just a physical attribute

PROCEDURE:

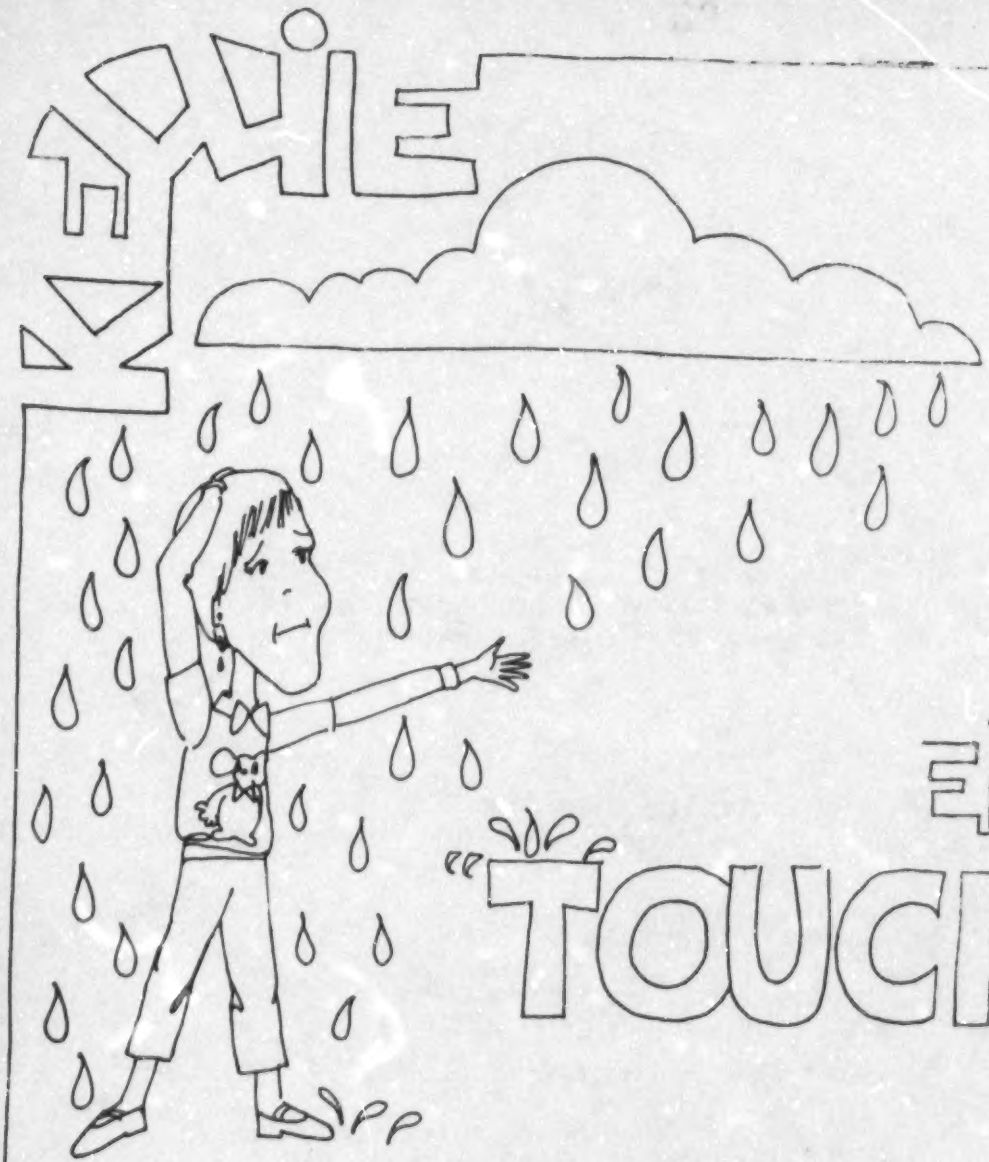
Children should be seated so as to enable them to participate with KELLIE (preferably on floor in semicircle)

ACTIVITY:

This particular lesson is one that has children listen and participate. Because of the concept being taught in this lesson, it is suggested that no follow-up discussion or activity take place. Let the children just think about it.

18

NOTES



EIGHT·8

"TOUCHES"

19.

← NOTES ↓

PROGRAM TITLE: TOUCHES

TOPIC: EXPRESSING FEELINGS

LONG-RANGE GOAL FOR THE STUDENT:

To cope with his environment

OBJECTIVE FOR STUDENT:

To communicate true feelings with someone who cares for or about him

PROCEDURE:

Children should be seated so as to enable them to participate with KELLY (preferably on floor in semicircle)

FOLLOW-UP ACTIVITY SUGGESTIONS:

Ask children what are things you want to do
Tell children some of the things you want to do
Ask children what are things you want to happen in classroom that are not happening
Illustrate "Abigail Margaret"

20.

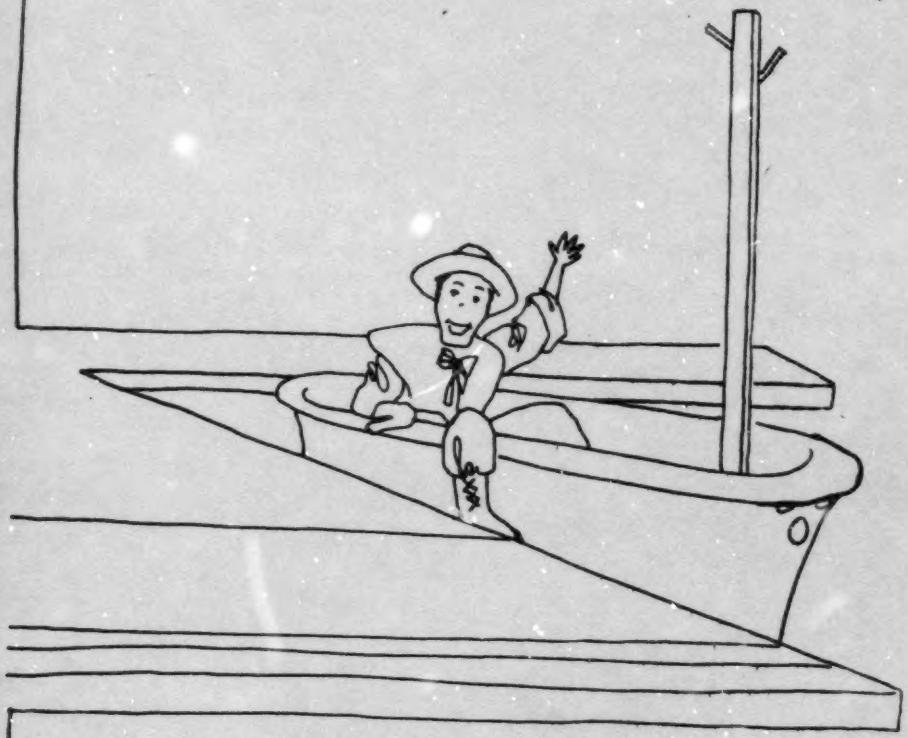
KEHOE

NINE •9

"DOINGS"

21

TEN "THINKINGS"



KELLIE 23

PROGRAM TITLE: THINKINGS

TOPIC: INTELLIGENCE VS. DUMBNESS

LONG-RANGE GOAL FOR THE STUDENT:

To develop a sense of pride in one's own ability

OBJECTIVE FOR THE STUDENT:

To think before calling someone dumb

PROCEDURE:

Children should be seated so as to enable them to participate with KELLOG (preferably onfloor in semi-circle)

ACTIVITY:

Encourage children to participate in an imaginary boat trip

FOLLOW-UP ACTIVITY SUGGESTIONS:

Things the teacher does that children may think are dumb
Things the children do that they may think are dumb
Things the teacher does that children think aren't dumb
Things children do that other children think aren't dumb
(Be sure all children receive a turn)

NOTES →

24

KELLIE

ELEVEN • 11

"SCARY"

25

PROGRAM TITLE: SCARY

TOPIC: FEARS OF CHILDREN

LONG-RANGE GOAL FOR THE STUDENT:

Become aware that there are some things you should be afraid of, as well as some things you should not be afraid of

OBJECTIVE FOR THE STUDENT:

To state difference between things you should be afraid of and those you should not.

PROCEDURE:

Children should be seated so as to enable them to participate with KELLER (preferably on floor in semicircle)

ACTIVITY:

Tale of Bandilino the Button

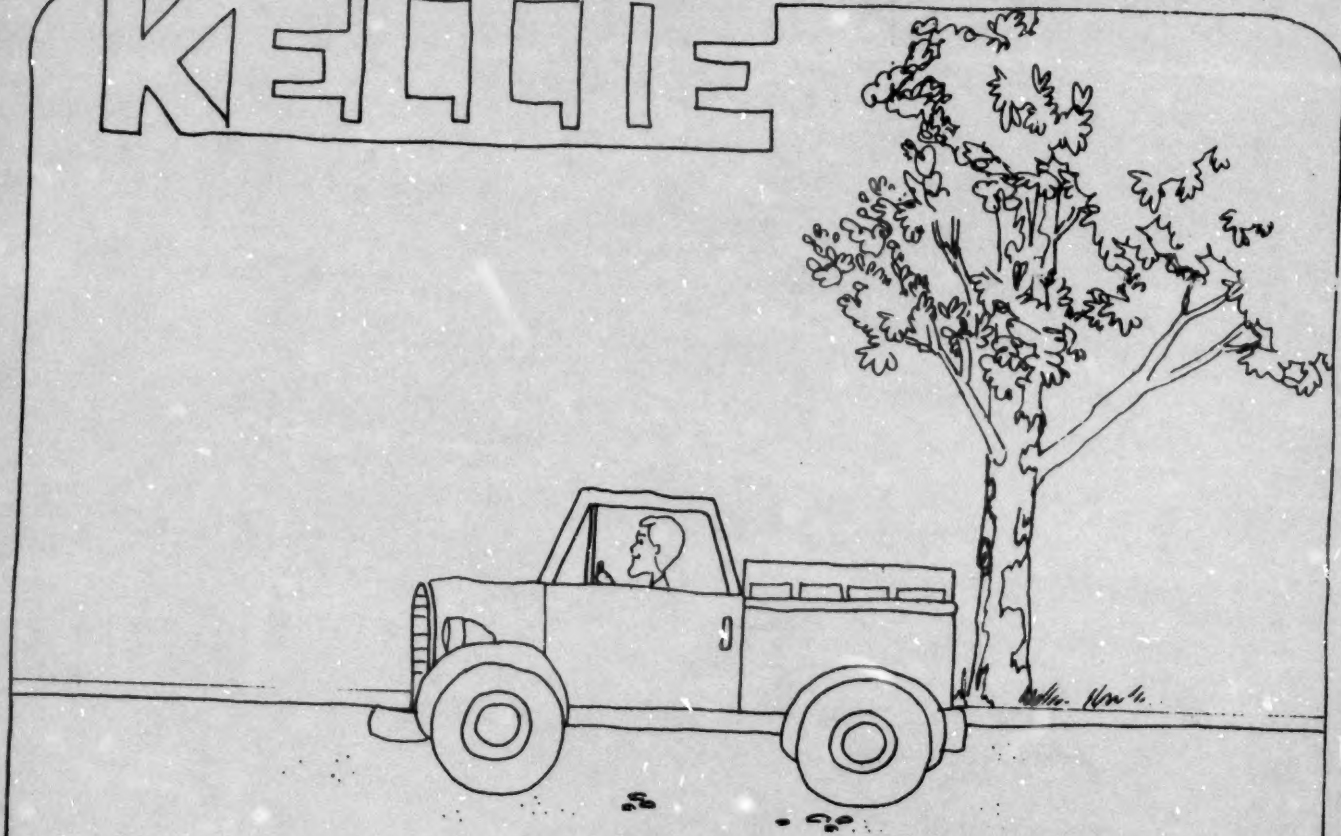
FOLLOW-UP DISCUSSION:

List things that make children afraid. Discuss which should be legitimate fears and those that shouldn't and why. (It would be best for the children to point out those fears that friends have that are not legitimate.)

NOTES

26.

KELQIE



TWELVE-12

"TERRIBLE"

27

PROGRAM TITLE: TERRIBLE

TOPIC: DEATH

NOTES

LONG-RANGE GOAL FOR STUDENT:

To become aware that death is the completion of the life cycle

OBJECTIVES FOR THE STUDENT:

To be exposed to the concept of death
To understand that grief is one natural reaction to death
To remember those who died as having provided good memories
To remember the contributions of those we loved (both human and other life forms)

PROCEDURE:

Children should be seated so as to enable them to participate with KELLIE (preferably on floor in semicircle)

ACTIVITY: SAY ALONG:

Never never never and then
Do you ever get something back again
Repeat
No... repeat
STORY - Hubert, The Truck Who Lost His Honk

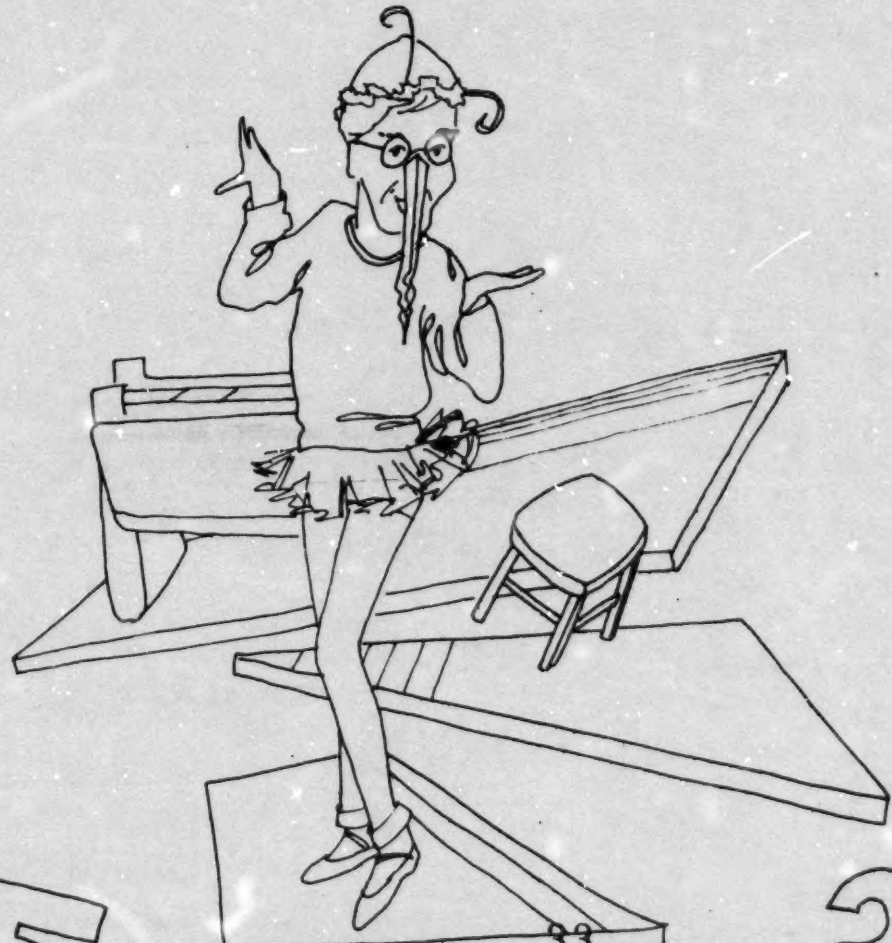
FOLLOW-UP DISCUSSION:

None. This activity is quite sensitive, and reflection on the part of children is all that is necessary. (However, many children will "blurt out" incidences. Do not avoid recognition of statements.)

28.

THIRTEEN 13

"BROKEN"



THE LIE 29

NOTES →

PROGRAM TITLE: BROKEN

TOPIC: DIVORCE

LONG-RANGE GOAL FOR THE STUDENT:

To realize that those members of the family unit no longer residing with the child are still members of the family

OBJECTIVES FOR THE STUDENT:

That divorce does not necessarily mean that the parents do not love the child.

That the departing parent of the family unit generally still cares.

PROCEDURE:

Children should be seated so as to enable them to participate with KELLIE (preferably on floor in semicircle)

ACTIVITY:

Story of THE HUGAWAYS AND THE PUSHBACKS

FOLLOW-UP DISCUSSION:

None needed, see Lesson #12 for explanation

30

FOURTEEN · 14

"SOFT"

KELLIE

31.

PROGRAM TITLE: SOFT

TOPIC: SENIOR CITIZENS

LONG-RANGE GOAL FOR STUDENT:

To become aware of the contributions of senior citizens to our society

OBJECTIVES FOR THE STUDENT:

State changes in one's own aging process
State value of interaction between various age groups

PROCEDURE:

Children should be seated so as to enable them to participate with [redacted] (preferably on floor in semi-circle)

ACTIVITY:

Story, THE SNAIL MAN

Say Along:

You wuggle your toes
And snuggle your nose
And that's how the
Snuggle Wuggle goes

FOLLOW-UP DISCUSSION:

Things elderly people do for you. What your grand-parents do that others cannot do. How decisions made by family discussion are good for children. How classroom decisions made by teacher and children are better than those by children alone or teacher alone.

NOTES ↓

NOTES ↑

32.

KELLIE

FIFTEEN • 15
"SHINY"
33

NOTES

PROGRAM TITLE: SHINY

TOPIC: NEW THINGS

LONG RANGE GOAL FOR STUDENT:

To cope with stress

OBJECTIVE FOR THE STUDENT:

To handle new situations effectively

PROCEDURE:

Children should be seated so as to enable them to participate with [redacted] (preferably on floor in semicircle)

FOLLOW-UP ACTIVITY:

None needed, see Lesson #12 for explanation

34

KEDDIE

SIXTEEN. 16

"TICKLED"

35

NOTES→

PROGRAM TITLE: TICKLED

TOPIC: TIMES TO LAUGH

LONG-RANGE GOAL FOR STUDENT:

To differentiate between funny and sad situations

OBJECTIVE FOR THE STUDENT:

To select appropriate times for laughter

PROCEDURE:

Children should be seated so as to enable them to participate with KELLIE (preferably on the floor in a semicircle)

ACTIVITY: SAY ALONG:

Have you ever been tickled to the tip of your nose
If you've been that tickled you know it grows and grows
And when you get that tickled there's nothing you can do
But just be tickled, you're tickled and be glad you're you

Have you ever been tickled in back of your knees
If you've been that tickled, it'll squeeze and squeeze
And when you get that tickled there's nothing you can do
But just be tickled, you're tickled and be glad you're you

Have you ever been tickled in every single spot
If you've been that tickled even when you're "spoze" to not
And when you get that tickled there's nothing you can do
But just be tickled, you're tickled and be glad you're you

FOLLOW-UP DISCUSSION:

Discuss situations when they laughed and should not have done so

Discuss situations when the children were laughed at and it made them feel sad

FOLLOW-UP ACTIVITY SUGGESTIONS:

None needed, see Lesson #12 for explanation

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SECTION III

MISCELLANEOUS MATERIALS AND SUGGESTIONS
TO PERCOLATE FURTHER PARTICIPATION

37.

SUGGESTIONS

- ALLOW VERBAL RESPONSES
- ENCOURAGE MOTOR MIRRORING (i.e. do Gooseneck Secret actions)
- REINFORCE LISTENING SKILLS
- PROVIDE SEATING FOR OPTIMAL VIEWING AND HEARING
- GUIDE SAY ALONGS

LETTERS

DUPLICATE THE FOLLOWING LETTERS, PLUS ANYTHING ELSE THE CHILD WOULD LIKE TO SEND TO ME.

KELLIE

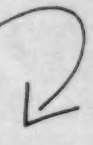
My address →

AETN Instructional Dept.
350 South Donaghey
Conway, Ark. 72032
Phone: 501-329-3887

To Be Duplicated

DEAR KELLIE,

This is you.



This is me.

39

To Be Duplicated

DEAR KELLIE,

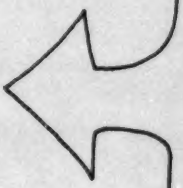
Some things we like about you are

40

To Be Duplicated

DEAR KELLIE,

Some things we wish you would do



41

To Be Duplicated

Deed

Whereas this property is used by us when we are together, this KELLIE place belongs to those whose names are here:

KELLIE
SIGNED

DATE

42.